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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF ARLINGTON,
FOR THE
YEAR ENDING DECEMBER 31, 1895.

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BOSTON:
EDMUND W. NOYES, PRINTER,
63 Kilby Street.
1896.

SCHOOL COMMITTEE.

1895.

FOR THREE YEARS.

HERBERT H. CEILEY (Secretary),

J. HOWELL CROSBY,

EDWIN PRESCOTT.

FOR TWO YEARS.

GEORGE D. MOORE,

TIMOTHY O'LEARY,

FRANKLIN WYMAN.

FOR ONE YEAR.

JOSEPH C. HOLMES,

WARREN W. RAWSON,

SAMUEL H. SMITH (Chairman).

Committee Meetings, third Tuesday of each month, at 7.30 P. M.

SUPERINTENDENT OF SCHOOLS,

TRUE W. WHITE.

Office Hours, in High School Building, at 8.30 A. M., daily, and from 4 to 5 P. M. on Mondays and Thursdays, when the schools are in session.

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1895

SCHOOL COMMITTEE'S REPORT.

To the Town of Arlington:

As required by statute the School Committee submit their Annual Report.

Superintendent.

At the end of the spring term Mr. I. Freeman Hall resigned his position as Superintendent to accept a call to a larger field. Mr. Hall, as our first Superintendent, rendered important service to our schools. He went to his new work with the best wishes of the entire Committee.

Considering the rapid growth of our school work and the large amount which we expend annually for the support of our schools, the value of thorough and efficient superintendence can hardly be overestimated. We have thought it good business judgment, therefore, to secure for a time, at least, the entire services of a superintendent, thereby ensuring a condition more satisfactory both to the Committee and to the Superintendent, without incurring any great additional expense.

We spent much time investigating the qualifications and the records of many available men, and finally elected Mr. True W. White, Superintendent of Schools in Westboro, to fill the position. Mr. White is a man of high character, broad education, and large experience. He is entitled to the respect and confidence of all our citizens.

16 F 37 6. 20 = 1895

Changes of Teachers.

In the High School building Miss M. Helen Teele resigned from the Greek and History department at the close of the spring term to accept a call to the new English High School in Somerville. Miss Mary H. Cutler was elected to the position. Miss Eltinge resigned in February to go to Brookline. Miss M. Cady Roberts was chosen to fill the vacancy.

At the Russell School Miss Arnold resigned at the close of the spring vacation. The number and classification of the pupils in that building seemed to call for a twelfth teacher. Miss Mary J. Mayo was engaged for grade IV., and Miss Nellie A. Grimes, for personal reasons of her own, was allowed to go from the Cutter School to grade VII.

At the Cutter School Miss Mabel W. Fuller was chosen to the position made vacant by Miss Grimes.

At the Locke School Miss Holbrook and Miss VanDerveer resigned at the end of the school year. Miss Emma Sawyer and Miss Esther C. Glidden were elected to fill their positions.

The large number of scholars in the Cutter and Crosby primary schools made it necessary to employ assistants early in the year. The services of Mrs. Harlan B. Bean and Miss Theodora West were secured.

Last fall Miss Hollis was granted leave of absence on account of poor health. During her absence the classes in sewing have been instructed by Miss Copeland, formerly Principal of the Locke School.

Several of the teachers who resigned have been of exceptional merit, and we have regretted much to lose them from our schools. In filling their places, however, we have taken pains to secure teachers of ability and experience.

Courses of Study.

During the past year we have endeavored to unify the

courses of study throughout the town, so that the various classes of any one grade will cover just the same ground during the school year. This will make less confusion when the classes come together in the upper grades. We also have spent much time systematizing our text books and adopting regular books for all the different grades. This will tend to accomplish the same purpose, and will result in a saving to the town.

Our Superintendent with our approval has laid out a course in physiology and hygiene with "instruction as to the effects of alcoholic drinks, stimulants and narcotics on the human system," as required by law.

Music and Drawing.

These studies have been conducted by the same teachers as before, and the work has been satisfactory to the Committee.

Pollard System of Reading.

In March, 1895, a sub-committee was appointed to investigate the subject of reading, with a view to securing uniformity in the text books used in the several schools. In the course of its labors this sub-committee became interested in the so-called Pollard System of Reading. The Committee spent much time studying the system, personally observing the work elsewhere, and inquiring as to the results obtained by it in a great number of places. The more thoroughly members became acquainted with it and its work, the more strongly convinced did they become as to its value. The result was the adoption of the system in September by a unanimous vote.

Under the old method (it cannot be called a system) pupils were taught to read by memorizing the forms of words and whole sentences. When a pupil had learned ten words or a hundred words, he had nothing to help him in

the pronunciation of others. Phonics were used to some extent (a partial recognition of the short-comings of the old methods), but they were not systematized throughout our schools.

In the new phonic system the usual sounds of letters and combinations of letters are learned. Then the child has the means of self-help. Pronunciation ceases to be a mere strain of memory; it becomes a reasoning process. It is true that many word forms must be learned as exceptions, but we must remember that the old "sentence method" taught *every* word as an exception. One is surprised to find how few exceptions there really are to the regular pronunciations of letters and combinations of letters; but were the exceptions far more numerous than they are, certainly there would be much time saved by the grouping, and much power gained by the child in the application of his mental faculties.

Of course pronunciation is not the only result to be aimed at. But we know from our study of other languages that the power to understand and to convey the meaning of words comes easily and naturally by constant use of them. When once we begin to read, we increase our vocabulary unconsciously. And so under the new system it is found that the children learn to read intelligently as well as promptly and accurately.

We have appreciated the fact that this, like any other change of method, has made necessary for the first year an extra effort on the part of our teachers. But we are happy to say that they, for the most part, have responded loyally.

We will not discuss the Pollard theory more in detail, but will refer all persons interested to the Report of our Superintendent of Schools. We made the change believing that we were making a great advance along scientific lines, ensuring a saving of time and a development of power to

the children. As we have pursued our investigations further, and have become better acquainted with the working of the system, we feel more strongly than before the wisdom of the change.

High School Building.

Our last report contained a description of the new High School Building. This building is now thoroughly equipped and affords opportunity for scientific and other work never before possible in this town. In equipment and organization it ranks with the best buildings in the Commonwealth.

Owing to the crowded condition of the Russell School House, and in order to extend the advantages of the new building to a large number of pupils, we have placed the classes of the ninth grammar grade in the High School Building. We thus bring the grammar grades into closer touch with the High School, and by gradually extending down into the ninth grade some of the High School studies we hope to relieve the pressure in the High School and reduce the tendency to over-work. This movement is going on in other places with marked success.

As stated in our last report, the new building offers accommodations for a manual training department. In this department the boys are taught to do simple mechanical drawing and tool work, and the girls are taught sewing. The principal object is to train the hand to work with the brain, thereby rendering both the physical and the mental faculties more efficient. The Committee and Teachers, however, believing that this object can be accomplished along practical lines, have laid out the work in such a way as to give scholars skill as well as power, which will be a practical benefit to them hereafter.

Crosby District.

In our last report we called attention to the imperative

necessity of a new school building in the Crosby District. In accordance with our suggestion, the necessary funds have been appropriated, and a suitable building is being erected under the direction of a special committee appointed by the town. We are assured that the new building will be ready for occupancy before the beginning of the next school year.

Kindergarten.

The crowded condition of the school buildings this year has rendered it impossible for us to maintain a kindergarten. After the new Crosby Building is completed, there will be sufficient room for this work both in the Russell and in the Crosby Districts, but there will be no opportunity for it in the Locke and Cutter Buildings. We believe that kindergarten work is of great value, and shall be glad to introduce it so far as possible, whenever we feel that the Town is ready to incur the expense.

Buildings and Repairs.

During the summer vacation the Cutter Buildings and fences were thoroughly painted.

A law, which went into effect September 1st, required all school committees to furnish flags and staffs for the several school buildings. We have complied with the law, and the flags are constantly displayed at the various buildings.

At the March meeting the town appropriated \$5000 for an outside building for the sanitary arrangements of the Russell School, and for the proper ventilation of said building as suggested by Professor Woodbridge. During the summer vacation a new brick building was erected, and a new and approved system of sanitaries was placed therein. The old basement was thoroughly cleaned out, filled in with fresh gravel, and concreted. The air chamber in the cupola was cleaned, whitewashed and screened, and other changes

were made as suggested by Prof. Woodbridge. The entire work was done and all the appliances were put in under his direction and with his approval. As he is undoubtedly the foremost sanitary engineer and expert in this Commonwealth, his approval is a sufficient guaranty of the character of the work. We are now awaiting his final report and recommendations as to what, if anything, is further required for proper ventilation of the buildings.

In closing we ask our citizens to give to our schools the personal attention which they deserve. By going into the schools frequently and observing the problems and the difficulties which confront us, parents will get a better understanding of the work than can be had from mere rumor, and will be better able to help the Committee and Superintendent with suggestions and criticisms.

Our schools are doing good work. With the continued support of the Town we trust that they may be kept in the first rank among the schools in the Commonwealth.

Approved by the School Committee.

SAMUEL H. SMITH,
Chairman.

JANUARY, 1896.

SUPERINTENDENT'S REPORT.

To the School Committee of Arlington:

GENTLEMEN — I have the honor to submit my first annual report as Superintendent of the Arlington Public Schools, which is the fourth that you have received since establishing the office. Having been here only one term, I have hardly yet become familiar with all the conditions affecting the schools of the town, and shall omit to speak of a number of matters with which you are at present better acquainted than I.

Statistics.

The table at the end of this report shows the average number of pupils for the year to have been 996. In 1894 it was 971. The average attendance was 938. In 1894 it was 914.

At the end of the year, December, 1895, there were 1035 pupils, divided as follows:

HIGH SCHOOL, 95, Grade IX. 86, making 181 in the High School building. At the beginning of the year the number in the same grades was 132.

RUSSELL SCHOOL, 433. At the beginning of the year it was 466. The Kindergarten would about make up the difference.

CUTTER SCHOOL, 162. A year ago, 158.

LOCKE SCHOOL, 147. A year ago, 136. The increase is mostly in the seventh grade.

CROSBY SCHOOL, 112. A year ago, 100. The number has been steadily increasing from year to year, and justifies the erection of the new building.

The *attendance* has been remarkably regular; 94 per cent. is a splendid average for the pupils of a whole town for a year.

Text Books.

will always need attention in schools that aim to be progressive. What seemed best a few years ago may be far behind the best of today. Moreover, accepted theories change. A generation ago few teachers thought of having more or less than one book on a subject for the use of their classes. A little later there was a popular notion that *no* book should be used by the younger pupils, but everything was to be taught orally by the teacher. Then a reaction set in; rival publishers brought out scores of attractive "supplementary" books, and to keep up with modern progress it was thought necessary for a child to be provided with three or four authorities. In your schools there were to be found a full dozen different kinds of books on Arithmetic, half as many on Geography, and unnumbered varieties of Histories, Language Books, Readers, etc. Now, a teacher certainly should be so familiar with the subjects that she teaches as not to be bound slavishly to her book; but it is fair to assume that the specialist who made the book was able to present the subject quite as well as the average teacher. Also, it is highly important that children should learn to use books, gathering information from them, and even in some cases comparing authorities; but for young pupils to be required to work up topics regularly from great masses of material, implies at least a misdirection of energy. It seems to me desirable, because it will vastly simplify the work for both teachers and pupils, to have one authorized text book in each subject for each grade throughout the town, supplemented by as many reference books as can profitably be used. In this way only can unity in aims, quantity and method be easily obtained. You were wise, I think, in beginning to act in this direction as you did last spring. Already prescribed books have been selected in Arithmetic, Reading (primary), Spelling and History.

Courses of Study,

like text books, can never be regarded as so perfect that they can be left long without modification. The outlines prepared by my predecessor three years ago have served a good purpose, and are still followed in general. For grades VIII. and IX., essentially different work was laid out last year. The Principal of the High School has for some time been re-arranging the old course so that it shall be more in harmony with the convenient new building. With the assistance of the teachers I am carefully reviewing the courses in the other grades and making the few changes that seem necessary. Our disposition and policy are conservative. We know that radical changes disturb progress, and prefer to leave things as we find them until we feel *sure* that they can be materially improved. In a few cases I have advised somewhat different methods. In many cases more definite limits seemed needed in order that each teacher might know how much she is expected to do to fit for but not anticipate the next year's work. Thus far I have issued outlines in Arithmetic, Spelling, Language, Physiology and Hygiene.

Arithmetic seems to show less and less satisfactory results year by year. Everywhere there is complaint that children show a lamentable inability to grasp the meaning of a problem and to work it out by themselves rapidly and correctly. One reason for this is that they are led and directed so constantly that they come to depend too much on assistance. Another reason may be that they have been taught cumbersome methods of solving examples, which are supposed to be logical, but which are too unpractical for use outside the school-room. When anyone thus sacrifices all tangible results to the idea of mental development, there is danger that he fails to get either. On the other hand, as long as a boy is learning to *do*, independently, rapidly and

accurately, we may safely risk the mental development. I have urged the teachers of Arithmetic to give many short examples to their pupils, who are to concentrate their attention on solving them, without assistance, in the briefest possible way.

English Language, which deserves the position now generally accorded to it as the most important of the regular school studies, has been well taught in the Arlington schools. In reviewing the "Course" in this subject I have merely suggested the most valuable kinds of exercises, and assigned certain ones to be emphasized in each grade. The essential truth is that the aim must be to train children to be practical *users* of language. For the present no text books for this purpose are in the hands of the pupils.

Physiology and *Hygiene* are required by state law "to be taught to all pupils in all public schools." Our new outline was prepared with this in mind. Special emphasis is laid on practical hygiene, and teachers are urged to draw the principles, so far as possible, from the experience and reason of the children.

Reading.

The *Pollard Synthetic Method* of teaching reading and spelling was unanimously adopted by the Committee. This is the most important change in method made during the year. It may be said to mark a new epoch in educational history.

Last spring a SPECIAL COMMITTEE was appointed to investigate the condition of Reading in your schools. They did not make a written report of what they found. If they had, judging from the conditions in Arlington and in other towns, I think it would have been about as follows:

Reading is taught by the so-called "*Thought Method*." This is a combination of the "Word" and the "Sentence"

Methods, which succeeded the old "Alphabet Method" some fifteen years ago. The children in the primary classes usually show much animation. They recite the little stories smoothly, by phrases or sentences rather than by single words, and *naturally*, i. e., just as they talk. On the other hand, they make a great many mistakes, sometimes getting the whole sentence wrong, but oftener and usually changing or omitting many of the smaller words. It is an unusual thing to hear a paragraph read exactly as it is. The method gives the child absolutely no power to find out any word that he has not been taught.

After the Thought Method has been followed for some time it is supplemented by drill in *Phonics*. This work varies with the various teachers, both in amount and in method. In the schools where it is most thorough, the children are taught the more common sounds of the letters, with the corresponding diacritical marks. Then they are trained to combine the sounds of new groups of letters, and so pronounce words that they have not before seen. Some pupils have much power of this kind; but many others, especially in the higher grades, and particularly in certain schools, seem to have no such power. Even the brightest can not be sure of the pronunciation until the proper diacritical marks have been supplied by the teacher or the book. If the drill in phonics were systematic, progressive and uniform, the situation would not be so bad. As it is, the intermediate and grammar grades find the children pitifully dependent on their teachers. The carelessness displayed is discouraging. The articulation is wretched; vowels are mispronounced, consonants are omitted, whole words are inaudible. There are many that are unable to read effectively, that is, to get the thought from a printed page; one teacher says that her fourth-year class, as a class, can not read a primary book on Geography.

The above is a fair statement of what your Special Committee must have found. They decided that the results were not satisfactory. The POLLARD METHOD was brought to their attention. They visited a school where it had been used for three years, but where all the conditions for effective work seemed less favorable than in your own schools. The contrast was startling. Children, almost wholly from homes where correct English was not spoken, read fluently, distinctly, correctly, accurately and understandingly. Not only did they do this from their own books, but they stood most searching tests from visitors. Eight-year-old children, having been only three years at school, read editorials from the Boston *Herald*, mispronouncing only a few such words as "economical," which they subsequently pronounced correctly by their own efforts when given time to mark them; and the class showed interest and a fair degree of appreciation for what was read. Many other people, teachers, superintendents and critics, visited that school. The testimony was uniform: the results were marvellous. Personal acquaintances reported the success of the system in other parts of the country. Letters were read from hundreds of teachers and school officers, telling how they had secured far better results since using this method than ever before. Unlike other publications, where the Pollard books were introduced and fairly tried, in hundreds of cities and towns in many states, they remained. The system had been used so long and with such great and uniform advantage, that it was far beyond the stage of experiment. Your Special Committee recommended it to the Board, and the Pollard System was introduced into our four lowest grades on the 30th of September.

We have now been trying to use the new method for three months. More accurately, we have been learning to use it; for our teachers, entirely unacquainted with the system, found a great deal to learn. The progress that we shall be

able to make another year in the same length of time, has been prevented in these three months by a number of causes that have tended to make success not less certain but less rapid. In spite of all, the work is in better condition than I had expected it would be at this time. People are appreciating that it is a regular part of the school curriculum, and that success in this is as important as in other parts of the work. Already several of our teachers, as well as those citizens that have most carefully examined it, believe thoroughly in the method. Although it is within a year that the first town in the state adopted it, the Synthetic work is going on in eight Massachusetts towns and cities beside Arlington, and from every one of them I hear enthusiastic reports. The primary teachers of Watertown have unanimously requested that it be introduced in their schools. Their Superintendent, our own fellow-townsmen, says that he "can't keep them from using it — couldn't if he would."

Unfortunately some enthusiasts claim too much. There is an impression that it is expected to teach reading, unaided. Miss Sarah L. Arnold has been quoted as being opposed to the method. Yet she writes me that "it is a cunningly devised plan for teaching the pronunciation of words." For my part, that is all that I expect or want. We all know that to pronounce words is not the whole of reading, but it is the first essential. It is the *mechanics* of reading, just as addition, subtraction, multiplication and division are the essential mechanics of arithmetic. When the four rules are mastered, a child can learn arithmetic; so when a child can change printed words into spoken words readily and accurately, he is in a fair way to learn the meaning of both. For the teacher to help the child to master the thought contained, is an exercise in language. As a recent lecturer to the Arlington primary teachers well said, "there is no one method of developing thought." To call

the Word-Sentence Method "*The Thought Method*" is an arrogant assumption. The Synthetic Method leaves the competent teacher free to develop the thought contained in the word, that is to teach language, by every method that she knows or can invent.

No one acquainted with the facts now questions concerning the immediate results of the Pollard Method. With its aid children learn to read English better and in less time than they ever did without it. But some say that is not enough. In an attack on the system which has been printed by a rival publishing house and circulated in Arlington, Dr. Emerson E. White is quoted as having said several years ago, "The greater the apparent results the greater is the ultimate injury to the child." Dr. White is commonly regarded as the greatest Public School writer in America. In a letter dated Dec. 28, 1895, he says: "'The proof of the pudding is in the eating,' and if the system gives results which are satisfactory to you, never mind what any one says of its psychology." Comforting as this advice is, I can not accept it entirely. I want to know as well as is possible the ultimate effect on the mental habits. The unparalleled results shown in connection with the Pollard System did not alone overcome my prejudice against so great a departure from the methods used for several years under my own direction. Although no "theorist" in education, I have carefully studied the THEORY, and beg leave to present briefly my reasons for believing the Synthetic Method to be correctly founded on psychologic principles, and pedagogically sound.

The aim of the Synthetic Method is, to enable the child to translate printed language accurately into oral language. This is a true pedagogical aim; for when this is done, the thought immediately comes into the mind if the words are familiar; if they are unfamiliar, their pronunciation is the first step in their study. It harmonizes with psychological

facts. A child associates thought with sound more naturally than with form alone. To the average adult, printed words suggest spoken words and these suggest ideas; a careful trial will convince most thoughtful people of this fact. Sight alone does not leave a distinct image of a word in the mind, as is found when we pass over a difficult foreign word in our reading without pronouncing it. All good teachers of foreign language insist on distinct pronunciation; one who tries to read French without pronouncing it, gets but a vague knowledge.

While the Pollard system is not perfect and we confidently look for improvements, it is the *best* way of attaining the above aim. It is a system of *Phonics*, which afford "the only civilized way" of learning to read. The Word Method is, as Professor Bain of Aberdeen called it, a "Chinese Method," since it necessitates the memorizing of the shape of every word learned. The Synthetic differs from other phonic methods, first, in that the children are trained to mark and sound the letters for themselves instead of depending on their teacher or book; second, in commencing to mark and sound at the end. By this plan, when all the letters have been examined all the sounds are in mind and the word is pronounced without danger of mutilation; third, in the careful arrangement of the exceptions, which are the only words requiring special study.

This method seems to me well adapted to develop in remarkable degree desirable mental powers and habits in those that study it. By the Word-Sentence method the memory alone is exercised, and that is tremendously over-taxed to master the ordinary vocabulary of 10,000 words, each as an isolated fact. By our new method the memory is exercised moderately, close observation is cultivated, while the greater part of the pupils' work is in applying simple rules which tell what marks and sounds to give the let-

ters in certain positions. This is an exercise of *reason*, almost identical in kind with the reasoning so highly valued in the elementary study of Latin. Experience proves that children can do it, and even the duller ones do it with keen delight. Close attention, accuracy and self-reliance can not fail to be cultivated, instead of the carelessness, inaccuracy and dependence for whose "artificial cultivation" the Sentence Method seemed especially contrived. The one idea for which the Pollard Method stands, is POWER. Power for *all* the children, in reading, and increased power in all other work.

There is not space here to describe the Method in detail. At the Superintendent's office there are a great number of papers and letters from all parts of the country explaining it clearly and telling of its success in many places; anyone is welcome to examine them. What is better, all persons interested have the right to visit the schools and study the practical application.

Manual Training.

This department is well equipped and organized. The simultaneous exercise of the hand, the eye and the brain is just now regarded as the educational ideal. Certainly this work is popular. The reasons for limiting it to the eighth and ninth grades are not evident. If it is good for the pupils there it ought to be doubly good for those in the higher grades who have sufficient interest to ask permission to take it as extra work. It is quite possible, also, that the greatest educational profit from manual training may be obtained in the lower grammar grades. Careful study should be given to the double question, whether the simpler work shall not be begun in the seventh year, and whether advanced wood-work or iron work for the boys and cooking for the girls shall not be put into the High School, at least as electives.

Kindergartens.

The desirability of Kindergartens is no longer denied. It has been demonstrated that children from a good Kindergarten take up the mental work of the primary school more readily and make faster progress. More than this, splendid opportunities are afforded for cultivating the social qualities, such as courtesy, generosity and the subordination of personal desires. Better still, little children are made wonderfully happy, basking in floods of elevating Beauty, of which Emerson said that a single ray outvalues all the utility in the world. These things are worth so much that parents go to the trouble of sending their own children from homes where the atmosphere of refinement and beauty prevails. Are the tax-payers of Arlington willing to make provision for the children from less beautiful homes, whose needs are much greater? If the committee is unwilling to take the responsibility of incurring the expense of free kindergartens, such as are maintained by many of our neighboring cities, I recommend that the question be brought before the town in the form of an article to be voted on in town meeting.

Teachers' Meetings.

The benefits obtained from Teachers' Meetings are dependent on the correspondence between the purpose of the meetings and the needs and sympathies of the teachers. During the past four months three meetings have been arranged for all the teachers, and nine others for particular grades. Having become moderately familiar with the conditions, the superintendent is now planning for a series of meetings to be held at regular intervals, which he hopes will prove inspiring and profitable to the corps of teachers as a whole.

Discipline.

The subject already discussed at some length at the meetings, and which it is desired to emphasize throughout the

year, is discipline. The word is here used in its highest sense. To maintain good order in the school-room is the first necessity. An efficient teacher has little trouble in doing this; but the means employed, as they affect the permanent moral character of the future men and women, deserve most thoughtful attention. A great evil in the country is the growing disrespect for established authority. If children are trained to the habit of rendering respectful and willing obedience to the authority of the home, the school and the state, not only will the outward form of good citizenship be assured, but they will be able easily to obey the inner law of their own will and conscience. No exigency of the work in mental instruction should be allowed to interfere with this first and greatest duty of developing good citizenship and good character. As professional guides to the young, we are under solemn obligation to teach these noblest duties of human beings, by precept, by persistent training, and by personal example.

In this connection a word is deserved by the High School. In the quality of the mental work, but more especially in the *spirit*, founded on a discipline that is firm yet liberal, the High School compares favorably with the best in the state. The new building helps to make this easy, but great credit is due the teachers and the pupils.

Rules and Regulations.

The Committee have spent many hours in revising the Rules and Regulations, which were printed in 1888. A number of modifications were rendered necessary by the changes in administration caused by the establishing of the office of Superintendent. Certain other modifications resulted from the natural development of ideas in regard to teaching and school management. Copies of the revised rules can be obtained at this office.

It will be seen that many duties formerly assumed by the different Sub-Committees are now laid on the Superintendent. With these added duties and powers the Superintendent takes greater responsibility. The present incumbent appreciates the fact, and asks for such cordial assistance from the citizens and the teachers as is necessary for the success of his efforts to direct wisely the education of their children. That he may prove deserving of their respect, as well as of the exceeding confidence and personal kindness already shown by the Committee, will be his one ambition.

Respectfully submitted.

TRUE W. WHITE.

ARLINGTON, Dec. 13, 1895.

SCHOOL STATISTICS, 1895.

SCHOOLS.		Number Enrolled	Number Dec. 20, 1895	Average Number for the year	Average Daily Attendance	Per cent. of Attendance
HIGH SCHOOL a	Grade IX. (b)	135	95	118	114	98
"	" Grade VIII. (c)	7	86	31	30	97
"	"	53	0	16	15	96
RUSSELL SCHOOL,	Grade VIII.	48	33	38	36	94
"	VII. A.	46	38	41	39	94
"	"	1	29	11	10	95
"	VII. B (b)	50	40	44	41	93
"	VI. A.	35	0	20	18	92
"	VI. B (c)	3	37	13	12	95
"	V. A (b)	43	31	37	35	93
"	V. B.	38	37	34	32	94
"	IV. A.	43	30	32	29	92
"	IV. B.	48	43	43	40	92
"	III.	60	42	47	45	95
"	II.	49	36	37	34	92
"	I. A.	66	37	36	33	92
"	I. B (d)	54	47	43	41	95
CROSBY SCHOOL, Grade III. (e)	I. & II.	99	65	60	57	95
"	"	23	22	21	20	95
CUTTER SCHOOL,	VII. & VIII.	50	45	41	38	93
"	V. & VI.	50	39	44	41	93
"	III. & IV.	77	56	53	50	93
"	I. & II.	23	28	21	20	95
LOCKE SCHOOL,	VII. & VIII.	46	41	37	35	93
"	"	49	36	39	37	94
"	V. & VI.	63	42	39	36	90
"	III. & IV.					
"	I. & II.					
Totals		1,259	1,035	996	938	94

(a) Including Grade IX. for Winter and Spring terms.

(b) Fall term only. (c) Winter and Spring terms.

(d) Partial Kindergarten in Winter and Spring terms. (e) Including part of Grade II. in Fall term.

REPORT

OF THE

HIGH SCHOOL BUILDING COMMITTEE.

To the Town of Arlington:

The High School Building Committee report that the sum of \$353.48 due to the Smith and Anthony Co. and the sum of \$95.45 due to J. M. Ellis (both of which amounts were included in the last report) have been paid. Other payments have been made as follows :

For Construction of Building.

Balance unexpended Feb. 1, 1895, \$133 85

For Grading Lot around Building.

Balance unexpended Feb. 1, 1895,	\$220 34
Paid Bragdon and Lowe, concrete walks,	\$116 25
O. B. Marston, moving fence, etc.	28 15
H. S. Adams, setting bounds at corners of lot,	7 00
	151 40
Balance unexpended,	\$68 94

Respectfully submitted.

JAMES P. PARMENTER, *Chairman*,
 JOHN T. WHITE,
 GEORGE D. MOORE,
 CHARLES T. SCANNELL,
 WALTER CROSBY,
 GEORGE HILL,
 FRANK W. HODGDON, *Secretary*.

Feb. 1, 1896.

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